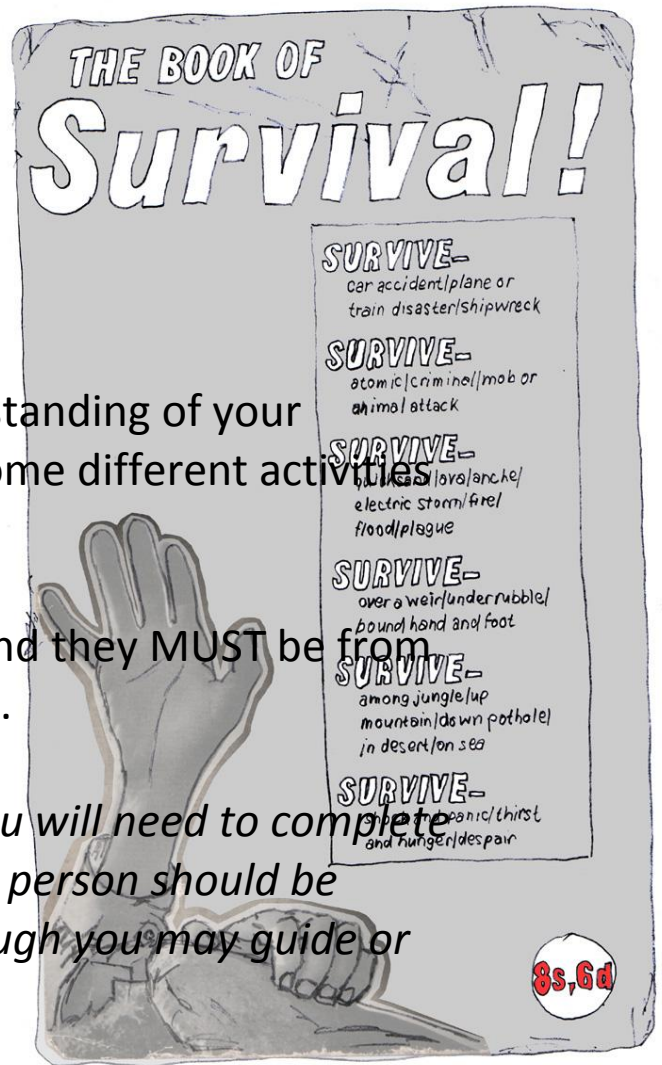


## Survival Multiple Intelligences Tasks

Using your knowledge and understanding of your preferred learning style choose some different activities which interest you.

You MUST complete **3** activities and they MUST be from DIFFERENT thinking skills columns.

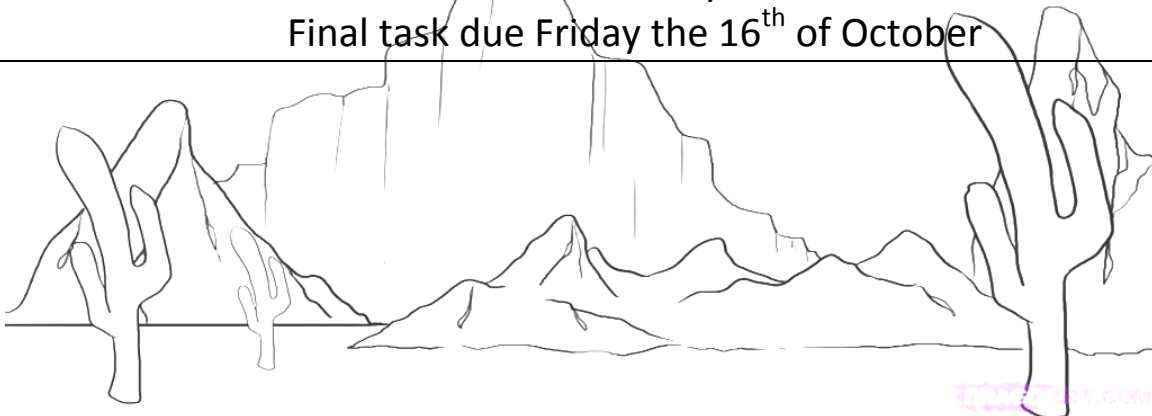
*NB: If you are working in a pair you will need to complete double the number of tasks. Each person should be responsible for 3 tasks each although you may guide or assist each other.*



You will have 4-5 class lessons to work on these tasks and you will also work at home on them.

You will be assessed on your understanding of the ideas in the texts. See the assessment schedule inside the booklet.

Due date:	First task due Friday the 25 <sup>th</sup> of September Second task due Tuesday the 13 <sup>th</sup> of October Final task due Friday the 16 <sup>th</sup> of October
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## Survival Novel Tasks

Different ways to be smart	Bloom's Taxonomy: Six Thinking Skills					
	Knowing	Understanding	Applying	Analysing	Creating	Evaluating
<b>VERBAL</b> I enjoy reading, writing and speaking	Describe in detail an important relationship between 2 characters. Give textual support and explain the importance of this relationship in the novel.	Identify a problem a character had to overcome in the novel and explain how they did this. Give textual support.	Classify all the different types of obstacles faced by the characters in your novel into appropriate areas. Give textual support.	Write three different diary entries for one of the main characters in your novel. Show how they changed during the course of the novel from the beginning to the end.	Write a speech for a world leader, describing what it is that makes someone a great survivor. Present it to an audience or tape it.	Why do you think the author of your book wrote this book? What can students learn from the ideas and situations explored in your novel?
<b>MATHEMATICAL</b> I enjoy working with numbers & science	Find 5 'facts' which justify the reasons why the main characters in your book can be classified as survivors. Find textual support.	Make a timeline of the events in the life of one of the main characters in the novel. Give textual support.	Create a CV for one of the main characters and make an application for a job that would suit them.	Research your author's life and write up a mock interview. You may wish to present or video this interview with a partner.	Survey people in your class/school/family asking them in what ways they have had to overcome obstacles and be a 'survivor'. Present this in a pie chart.	Create a mindmap explaining why the novel should be included in a capsule and dug up after 100 years. Why is it studied in many schools and what will it offer future generations?

<b>VISUAL/SPATIAL</b> I enjoy painting, drawing & visualising	Sketch the two main characters and label with quotes from the novel that show at least three characteristics you have identified.	Design a new front cover for the book with a brief explanation of your design and how it relates to the themes	Draw an editorial cartoon depicting an incident from the novel that highlights one of the main ideas or themes that are discussed in the novel.	In a picture show how the relationship between two or more characters has changed from the beginning, middle and end of the novel.	Create an advertising campaign i.e. pamphlet & poster design (with an explanatory brief) for a speaking tour that one of the 'survivors' in your novel will go on to promote what they have learned from the experience.	Present pictorially the 'journey' that your character went through. (i.e. physically and/or emotionally). Provide a written explanation to accompany your pictogram.
<b>MUSICAL</b> I enjoy making & listening to music	Find and annotate lyrics to several songs you know which deal with issues that have a clear connection to ideas explored in your text. Explain the connection.	Identify a genre of music that you think would suit the style of one of the characters. Explain why this would suit them.	Find a song which deals with the emotions/ feelings of an important character at some point in the novel. Reword the lyrics to suit the situation and character.		Create a sound scape that represents the novel. Think about the mood, feeling and action of the novel. Where is the climax, is there resolution?	

## These tasks are assessed for how well you understand the ideas of the texts.

- “Show an understanding of ideas within, across, and beyond texts.”

<b>Not Achieved</b>	<b>Comment</b>
Little understanding of ideas from the text shown.	
No connections made with other texts or own experiences.	
No relevant details from the text selected and used.	
<b>Achieved</b>	
Some understanding of ideas about character, setting or theme shown.	
Limited connections with other texts or experiences	
A few relevant details from the text are selected and used.	
<b>Merit</b>	
Reasonable understanding of ideas in the text, including themes.	
Connections made to other texts or experiences.	
A number of relevant details from the text are selected and used.	
<b>Excellence</b>	
Strong understanding of themes and characters in the text.	
A number of connections made to other texts and experiences.	
Many relevant and well selected details are used to support inferences.	

Each of the three tasks will be assessed on this rubric, and the descriptors that best describe the work that you produce will be used to determine your final level of achievement.